

# **History—Social Science Framework Field Review Draft with Changes Recommended by the San Diego Center for Economic Education**

## **Grade Eight—United States History and Geography: Growth and Conflict**

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students will view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course will also explore the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy. The eighth grade course can help students explore the attitudes of Americans towards taxation from the Boston Tea Party to the establishment of the IRS to the present day. Students can apply cost-benefit analysis the movements of different groups during this time period.

## **The Development of American Constitutional Democracy**

This year's study of American history begins with a selective review of significant developments of the colonial era with emphasis placed on the

23 founding of democratic institutions founded in Jewish and Christian religious  
24 thinking, in Enlightenment philosophy, and English parliamentary traditions; the  
25 development of an economy based on agriculture, commerce, and handicraft  
26 manufacturing; and the emergence of major regional differences in the colonies.  
27 Students review the major events and ideas leading to the American War for  
28 Independence that they studied in fifth grade. **Students look more closely into**  
29 **British legislation that affected colonists' livelihood.** Readings from the  
30 Declaration of Independence guide students to discuss these questions: What  
31 are “natural rights” and “natural law”? What did Jefferson mean when he wrote  
32 that “all men are created equal” and “endowed by their Creator with certain  
33 unalienable rights”? What were the “Laws of Nature” and “Nature’s God” to which  
34 Jefferson appealed? **How did Adam Smith and his ideas on a market economy**  
35 **affect the writers of the Constitution?** To deepen student understanding of and  
36 engagement in these foundational arguments, teachers employ classroom  
37 debates and town hall meeting activities where students are asked to both define  
38 and defend the arguments of the framers.

39 Students pay close attention to the moral and political ideas of the  
40 Great Awakening and their effects on the lives of many Americans. In emotional  
41 sermons, ministers offered a more egalitarian relationship between believers and  
42 their God that appealed to many races and classes. Excerpts from primary-  
43 source documents such as sermons by George Whitefield and Jonathan  
44 Edwards demonstrate for students how the Great Awakening also influenced the  
45 development of revolutionary fervor and moral thinking of the time.

Students become familiar with the debates between Whigs and Tories, the major turning points in the War for Independence, and the contributions of George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and other leaders of the new nation. Students learn about the significance that the American Revolution had for other nations, especially France, which later had its own revolutionary experience that had profound implications for Europe and the world.

By reviewing the historical context, students understand the shaping of the Constitution and the nature of the government that it created. Students should review the major ideas of the Enlightenment and the origins of constitutional and self-government in the Magna Carta, the English Bill of Rights of 1689, Adam Smith's Wealth of Nations, the Mayflower Compact, the Virginia House of Burgesses, and the New England town hall meeting. This background will help students appreciate the framers' efforts to create a government that was neither too strong (because it might turn into despotism) or too weak (as the Articles of Confederation proved to be). Thomas Jefferson's Statute for Religious Freedom introduces students to an examination of the origins, purpose, and differing views of the Founding Fathers on the issue of the separation of church and state.

Students read, discuss, and analyze excerpts from the document written at the Constitutional Convention in Philadelphia. They consider the issues that divided the Founding Fathers and examine the compromises they adopted. Several compromises preserved the institution of slavery; namely, the three-fifths rule of representation, the slave importation clause, and the fugitive slave clause.

Why were these provisions so important to southern delegates? Why were these contradictions with the nation's ideals adopted? What were their long-term costs to people of African descent and to the nation? To analyze these issues, students must recognize that the American Revolution had transformed slavery from a national to a sectional institution and that nine out of ten American slaves lived in the South. In addition, students discuss the status of women in this era, particularly with regards to voting and the ownership of property. Teachers organize classroom activities that require students to both articulate and defend the positions of the founders through Constitutional Convention simulations, written editorials summarizing the positions of the delegates, and speculate as to the outcome of the compromises reached in the final documents. Teachers may also consider assigning Steven H. Jaffee's *Who Were the Founding Fathers?* *Two Hundred Years of Reinventing American History* or William C. Lowe's *Blessings of Liberty: Safeguarding Civil Rights* to deepen student understanding of the era.

The American colonial struggle for independence occurred in a global framework. The following questions can help students consider this perspective: How did the American Revolution alter the relationships between the United States and American Indians? More specifically, how did the alliances, ~~and~~ treaties ~~and trade agreements~~ made by American Indians affect their relationships with both the Patriots and the British? How did American calls for independence inspire other nations, such as France and the French colony of Haiti?

Students recognize as well the great achievements of the Constitution: (1) it created a democratic form of government based on the consent of the governed—a rarity in history; ~~and~~ (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests through a system of checks and balances based on the separation of power into three branches of government, and by providing a process of amendment to adapt the Constitution to the needs of a changing society; **and (3) it created a unified market and economic climate which facilitated the nation's economic development.** Students study how the Constitution provided for the participation of citizens in the political process, but they should be aware of who actually participated at the time that the United States was founded.

### **The Early Republic**

In this unit students consider the new nation's leaders who faced enormous challenges through this difficult period; for example, Washington, Jefferson, Madison, Hamilton, and Adams. Despite coming together to form a new nation, there remained significant divisions within the new United States. The conflicts between two views of how the newly independent country should move forward, articulated by Thomas Jefferson and Alexander Hamilton, resulted in the emergence of a two-party system. These two parties had differing views on foreign policy, economic policy including the National Bank, and the interpretation of the Constitution. In addition to these internal divisions within the government, the United States had to confront more fundamental challenges to its authority

(such as Shays' Rebellion and the Whiskey Rebellion). The new nation also had to demonstrate its viability on the international stage, and in 1812 it fought a war with Great Britain and confirmed U.S. sovereignty.

Much of the constitutional history of the United States during the early republic is the history of state and federal laws and Supreme Court decisions that affected the nascent national economy. Supreme Court decisions during the terms of Chief Justices John Marshall (1803 -1835) and Roger B. Taney (1836 - 1864) promoted economic development by holding states to their contractual promises, ruling that the contract clause of the Constitution protected private corporations from state interference and gave Congress, not the states, the power to establish regulations for commerce among the states. These rulings established a national free-trade zone throughout the United States, allowing merchants to ship goods into and through various states without obstruction from the states. States could still regulate intrastate commerce (commerce wholly within their borders), but trade of this nature became less important as the national market economy expanded over the course of the nineteenth century.

Territorial expansion and its consequences proved to be an ongoing source of conflict and debate for the new nation. The passage of the Northwest Ordinance set up a process for adding new states to the country and placed a limit on the spread of slavery, but this expansion also brought Americans into increased conflict with American Indian nations. While the Ordinance stated that, "The utmost good faith shall always be observed towards the Indians," students learn that the reality was often different.

Students can discuss the belief of the nation’s founders that the survival of a democratic society depends on an educated people. They analyze the connection between education and democracy symbolized in the Northwest Ordinance and in Jefferson’ dictum, “If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” Students may survey the types of education received in church schools, dame schools, and at home. Preparing editorials for period newspapers, classroom debates, and classroom speeches encourages students to consider the variety of educational systems in a democracy.

Students also examine the economic and social lives of ordinary people in the new nation, including farmers, merchants, laborers, and traders; women; African Americans, both slave and free; and American Indians. Reading excerpts from works by James Fenimore Cooper, Washington Irving, Olaudah Equiano, and Abigail Adams, in addition to studying the writing, music, and art of this era will help bring this period alive and establish the origins of American identity.

### **The Divergent Paths of the American People: 1800–1850**

This unit points to the nation’s regional development in the Northeast, South, and West. Each region encompassed distinct ~~geography, economic focus~~ **geographic and economic characteristics**, and demographic composition. However, the growth of the market economy and the faster movement of people, commerce, and information increasingly connected each region of the nation to the others. Throughout this study students should be encouraged to view

historical events empathetically as though they were there, working in places such as mines, cotton fields, and mills.

*The Northeast.* The industrial revolution in the Northeast had important repercussions throughout the nation. Inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how people lived and worked. Skilled craftspersons were replaced by mechanized production in shops, mills, and factories, so well depicted by Charles Dickens in his *American Notes* and in the letters written by young women who left home to work in the mills of Lowell, Massachusetts. These women organized strikes and labor organizations to petition against wage cuts and petitioned the state legislature for shorter hours. Teachers may use historical fiction, such as *Lyddie* by Katherine Paterson, to illustrate the working lives of mill women. This was a period of dramatic urbanization, as immigrants flocked to the cities, drawn by the “pull” factor of economic opportunity. The Great Irish Famine can be studied as an example of a “push” factor that affected the flow of immigrants to the United States. At the same time, the small African American population in the Northeast moved toward freedom, as the American Revolution initiated a long process of emancipation and indenture in this region. African Americans continued to occupy circumscribed social, economic, and political positions but created institutions to advance their rights and develop their communities, such as the African Methodist Episcopal Church founded by Richard Allen, Absalom Jones, and others in 1816.



Periods of boom and bust created both progress and poverty. In response to the strains brought about by rapid industrialization, an age of reform began that made life more bearable for the less fortunate and expanded opportunities for many. Students reflect upon what life was like for young people in the 1830s in order to appreciate Horace Mann's crusade for free public education for all. Students read and analyze excerpts from original documents explaining the social and civic purposes of public education. Typical schoolbooks of the period may be used with attention to their elocution exercises, moral lessons, and orations (for example, *The Columbian Orator*). Role playing also enables students to reenact life in a mill, factory, or Lancastrian school. Other impulses for reform could be found in transcendentalism and individualism, as represented by the writings of Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow.

Students review the legal and economic status of women and learn about the major impetus given to the woman's rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton. They should read and discuss the Seneca Falls Declaration of Sentiment and compare it with the Declaration of Independence. Noting the intersection between the woman's rights movement and the abolitionist movement, students can study the efforts of educators such as Emma Willard and Mary Lyon to establish schools and colleges for women. Students also explain the major campaigns to reform mental institutions and prisons by vividly portraying the prevalent conditions. Students study the work of Dorothea Dix and the significance of Charles Finney as the leader of the Second

Great Awakening, inspiring religious zeal, moral commitment, and support for the abolitionist movement. Students may examine the relationship of these events to contemporary issues by considering the question of why periods of reform arise at certain historical moments.

As a link to the next region of study, students can explore the interdependence between the slave South and the industrial North. During the American Revolution, northern states had begun a slow process of emancipation while their southern counterparts, with the invention of the cotton gin, became increasingly tied to a slave-based economy. Northern and western business leaders and national economic institutions, however, continued to derive wealth from the nation's commitment to slavery. Slave labor produced the cotton and raw materials which enabled northern factories and businesses to thrive. This, in turn, spurred a new consumer culture in individual families, connected to the slave-based economy.

*The South.* During these years, the South diverged dramatically from the Northeast and the West. Its plantation economy depended on a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. The invention of the cotton gin allowed for a dramatic expansion of plantation agriculture across the region. African American slavery, the “peculiar institution” of the South, had marked effects on the region's political, social, economic, and cultural development. Increasingly at odds with the rest of the nation, the South was unable to share in the egalitarian surge of the Jacksonian era or in the reform campaigns of the 1840s. Its system of public education lagged far behind

the rest of the nation.

Students learn about the institution of slavery in the South in its historical context. They review their seventh-grade studies of West African civilizations before the coming of the Europeans and compare the American system of chattel slavery, which considered people as property, with slavery in other societies. Students discuss the daily lives of enslaved men and women on plantations and small farms; the economic and social realities of slave auctions that led to the separation of nuclear families and encouraged broad kinship relationships; and the myriad laws: from the outlawing of literacy to restrictions on freedom gained through emancipation or purchase that marked the lives of American slaves. Amidst the confining world of slavery, the enslaved asserted their humanity in developing a distinct African American culture through retaining and adapting their traditional customs on American soil. While organized revolt was rare, in informal and individual ways, enslaved men and women resisted their bondage. Breaking tools, working slowly, feigning ignorance, and even learning to read and write represented skirmishes in an unacknowledged conflict between the enslaved and the enslaver. When armed revolts were uncovered (Gabriel Prosser in 1800 and Denmark Vesey in 1822) or manifested (the Stono Rebellion in 1739 and Nat Turner in 1831), white Southerners punished the individual perpetrators and often passed more severe laws. Students explore the effects of slave revolt and rebellion upon local and state legislation and relations between enslaved African Americans and free white Southerners.

To provide a more comprehensive understanding of the antebellum South,

students study the lives of plantation owners and other white Southerners; the more than 100,000 free African Americans in the South; as well as the laws, such as the fugitive slave laws of 1793 and 1850, that curbed their freedom and economic opportunity. Students also compare the situations of free African Americans in the South and in the North and note that freedom from slavery did not necessarily lead to acceptance and equality.

Students examine the national abolitionist movement that arose during the nineteenth century. Many white Americans, such as Thomas Weld, William Lloyd Garrison, Angelina and Sarah Grimke, and John Brown, actively worked to end slavery in the American South. They wrote news articles and editorials, spoke publicly, boycotted slave-made goods, housed fugitive slaves, and, in the case of John Brown, planned armed conflict. African Americans, free and enslaved, also actively challenged the existence of slavery, both as individuals and through the founding of fraternal organizations, churches, and newspapers. African American abolitionists, including Frederick Douglass, Sojourner Truth, Harriett Jacobs, Charles Remond, Harriet Tubman, and Robert Purvis spoke at public gatherings, penned news articles, petitioned Congress, and assisted in the underground movement to assist escaping slaves. Excerpts from Frederick Douglass's *What the Black Man Wants*, David Walker's *Appeal*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, and Fanny Kemble's *Journal of Residence on a Georgia Plantation*, as well as excerpts from slave narratives and abolitionist tracts of this period, will bring these people and events alive for students.

*The West*. The West deeply influenced the politics, economy, mores, and

276 culture of the nation. It opened domestic markets for seaboard merchants; it  
277 offered new frontiers for immigrants and discontented Easterners; and it inspired  
278 a folklore of individualism and rugged frontier life that has become a significant  
279 aspect of our national self-image. The West was a changing region over this  
280 period as the country expanded, from the territory opened by the Northwest  
281 Ordinance, to the vast lands of the Louisiana Purchase, to the southwestern  
282 territories taken from Mexico. The peoples of the West reflected the diversity of  
283 the region: American Indians, Mexicans, and Americans. As Americans moved  
284 west, they interacted with established societies, both indigenous and those  
285 created by earlier colonizers. Students study how the term the “frontier” affected  
286 American settlement and development in the West.

287       The election of Andrew Jackson in 1828 reflected the steady expansion of  
288 male suffrage, symbolized the shift of political power to the West, and opened a  
289 new era of political democracy in the United States. President Jackson was a  
290 symbol of his age. Jacksonian Democracy should be analyzed in terms of its  
291 supporters—farmers with small holdings, artisans, laborers, and middle-class  
292 businessmen. Frontier life had a democratizing effect on the relations between  
293 pioneer men and women. Original documents will show the varied roles played  
294 by frontier women such as California’s Annie Bidwell, who promoted women’s  
295 rights and worked for social change. Women residing in some western states  
296 gained the franchise in the late-nineteenth century, earlier than women in other  
297 parts of the nation.

298       In studying Jackson’s presidency, students debate his spoils system, veto of

the National Bank, policy of Indian removal, and opposition to the Supreme Court. During this time, Alexis de Tocqueville visited the United States to identify the general principles of American democracy. Students can compare his description of national character in the 1830s as recorded in *Democracy in America* with American life today. Students may also consider Andrew Jackson's legacy in order to evaluate his reputation as a hero for common people.

Students review the story of the acquisition, exploration, and settlement of the trans-Mississippi West, from the Louisiana Purchase in 1803 to the admission of California as a state in 1850. This was a period marked by a strong spirit of nationalism and “manifest destiny,” the sense that Americans had a special purpose and divine right to populate the North American continent. To deepen their understanding of the changing political geography and settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest; map the explorations of trailblazers such as Zebulon Pike, Jedediah Smith, Christopher “Kit” Carson, and John C. Fremont; discuss the searing accounts of the removal of Indians and the Cherokees’ “Trail of Tears”; and interpret maps and documents relating to the long sea voyages including around the horn of South America and overland treks that opened the West. Teachers include discussions about the role of the great rivers, the struggles over water rights in the development of the West, and the effect of geography on shaping the different ways that people settled and developed western regions. Students study the northward movement of settlers from Mexico into the great Southwest, with emphasis on the location of Mexican settlements,

their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established. Students need this background before they can analyze the events that followed the arrival of westward-moving settlers from the East into these Mexican territories. Students explore the settlement of Americans in northern Mexico and their actions to establish the Republic of Texas. Teachers provide special attention to the Mexican-American War, its territorial settlements, and the war's aftermath on the lives of the Mexican families who first lived in the region. Students also study the Treaty of Guadalupe Hidalgo and the California Constitution of 1849 and their effects on the lives of Mexicans living within the new United States borders.

### **The Causes and Consequences of the Civil War**

In this unit, students concentrate on the causes and consequences of the Civil War. They should discover how the issue of slavery eventually became too divisive to ignore or tolerate. Ultimately, the nation fractured over the debate about the expansion of slavery into newly annexed western territories and states, especially after the discovery of gold in California. Students review the constitutional compromises that forestalled the separation of the union in the first half of the nineteenth century, including the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend Manifesto, the Dred Scott case, and the Lincoln-Douglas debates. Students learn about the fundamental challenge to the Constitution and the Union posed by the secession of the southern states and the doctrine of nullification. In addition to

345 studying the critical battlefield campaigns of the war, students use a variety of  
346 primary sources to examine the human meaning of the war in the lives of  
347 soldiers, free African Americans, slaves, women, and others. Ultimately,  
348 enslaved men and women, by fleeing their plantations and seeking refuge among  
349 Union forces, contributed to redefining the war as a struggle over their freedom.  
350 Teachers pay special attention to the notable events and transformations in  
351 Abraham Lincoln's presidency, including his Gettysburg Address, the  
352 Emancipation Proclamation, and his inaugural addresses.

353       The Civil War should be treated as a watershed event in American history. It  
354 resolved a challenge to the very existence of the nation, demolished the  
355 antebellum way of life in the South, and created the prototype of modern warfare.  
356 To understand Reconstruction, students consider the economic and social  
357 changes that came with the end of slavery and how African Americans attained  
358 political freedom and exercised that power within a few years after the war.  
359 Students study the postwar struggle for control of the South and of the  
360 impeachment of President Andrew Johnson. A federal civil rights bill granting full  
361 equality to African Americans was followed by adoption of the Thirteenth,  
362 Fourteenth, and Fifteenth Amendments. Between 1865 and 1877, African-  
363 American citizens, newly organized as Republicans, influenced the direction of  
364 southern politics and elected 22 members of Congress. Republican-dominated  
365 legislatures established the first publicly financed education systems in the  
366 region, provided debt relief to the poor, and expanded women's rights. Students  
367 examine the Reconstruction governments in the South; observe the reaction of



Southerners toward Northern “carpetbaggers” and to the Freedman’s Bureau, which sent Northern teachers to educate the ex-slaves; and consider the consequences of the 1872 Amnesty Act and the fateful election of 1876, followed by the prompt withdrawal of federal troops from the South. Students identify legislation that affected the economic balance of power between the North and the South.

- Northern control of the federal government during and for several decades after the Civil War had economic consequences on the North, the West and the defeated South. Prior to the Civil War, southern Senators were able to block national economic legislation favored by the North and West. As soon as the Southern states seceded and their legislators resigned their seats in Congress, Northern and Western legislators enact the following, while simultaneously prosecuting the War.

- The Morrill Tariff of 1861 raised tariffs, ending more than thirty years of declining rates, hurting southern agriculture and benefitting Northern manufacturers.

Students analyze how events during and after Reconstruction raised and then dashed hopes that African Americans would achieve full equality. They should understand how the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution were undermined by the courts and political interests. They learn how slavery was replaced by black peonage, segregation, Jim Crow laws, and other legal restrictions on the rights of African Americans, capped by the Supreme Court’s *Plessy v. Ferguson* decision in 1896 (“separate but equal”).

Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, popular sentiment, and federal acceptance, which spread outside of the South. Students need to understand the connection between the Reconstruction-era amendments and the civil rights movement of the 1960s. Although undermined by the courts a century ago, these amendments became the legal basis for all civil rights progress in the twentieth century.

### **The Rise of Industrial America: 1877–1914**

The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of national transportation networks and new maritime routes, a human tidal wave of immigration from southern and eastern Europe, regulation of an unfettered banking system and the establishment of the Federal Reserve System, growth in the number and size of cities, accumulation of great fortunes by a small number of entrepreneurs, the rise of organized labor, and increased American involvement in foreign affairs (for example, through the completion of the Panama Canal).

Federal legislation promoted the economic expansion of the nation, often with negative consequences for individuals.

- The Transcontinental Railroad Acts of 1862 and 1864 funded three transcontinental railroads.
- The Morrill Land Grant Act (1862) allotted each state that remained in the

Union 30,000 acres of land for each member of Congress to establish agricultural and mechanical colleges.

- The National Bank Act of 1863 created a set of standards for the banking system.

- The Homestead Act of 1862 provided 160 acres in western territories to anyone who settled on it for five years and declared their intention to become a citizen.

Railroads played a particularly important role in the nation's economic development. Because railroads were a reliable and relatively inexpensive way to transport goods, railroads proliferated in the eastern states. The potential wealth in the West led to the building of a transcontinental railroad stretching from coast to coast. On May 10, 1869, the rail lines of the Central Pacific and the Union Pacific were joined in Utah, uniting the nation economically enabling Americans to take advantage of a vast common market. The railroads dramatically changed the consumption patterns of households throughout the nation.

The Gold Rush in California and agricultural labor in Hawaii spurred Chinese, Korean, Japanese, Filipino, Hindu, and Sikh immigration to the United States. Eventually the Chinese Exclusion Act (1882) and the Immigration Act of 1917 greatly limited Asian entry to the United States. California built the immigration station at Angel Island to facilitate the process of Asian admissions. The building of the transcontinental railroad, the destruction of the buffalo, the American Indian wars, and the removal of American Indians to reservations are events to be studied and analyzed from a moral, geographic, political and economic

**perspective.** Reading Chief Joseph's words of surrender to U.S. Army troops in 1877 helps students grasp the heroism and human tragedy that accompanied the conquest of this last frontier. By 1912, Arizona had entered the Union as the forty-eighth state, completing the continental United States.

New technology in the farming, manufacturing, engineering, and producing of consumer goods spurred progress. Mass production, the department store, suspension bridges, the telegraph, the discovery of electricity, high-rise buildings, and the streetcar seemed to confirm the idea of unending progress, only occasionally slowed by temporary periods of financial distress. Leading industrialists of this period, such as Andrew Carnegie and John D. Rockefeller, became the wealthiest men in history and gave back some of that wealth to the nation through their philanthropic activities. Governments promoted business expansion **and prosperity** through **favorable** economic policies such as **protective** tariffs and land grants. Yet, beneath the surface of the Gilded Age, there was a dark side, seen in the activities of corrupt political bosses; in the ruthless practices of businesses; in the depths of poverty and unemployment experienced in the teeming cities; in the grinding labor of women and children in sweatshops, mills, and factories; in the prejudice and discrimination against African Americans, Hispanics, Catholics, Jews, Asians, and other newcomers; and in the violent repression of labor organizing.

**American cities in the late nineteenth century grew without planning and were plagued by poverty, disease, crime, and decay. Layoffs were common, steady work brought frequently brought exhaustion, and child labor was common.**

Thousands of families lived in slums that were breeding grounds for typhoid, smallpox, cholera, tuberculosis, and other diseases which swept through the cities on a regular basis.

Students also focus on the developing West and Southwest during these years. The great mines and large-scale commercial farming of this region provided essential resources for the industrial development of the nation. California came to play an increasingly significant role in the national economy. Agricultural production accounted for much of the state's early economic growth. Asian farmers and laborers contributed to the development of irrigation systems and farming throughout California. Families from Mexico increasingly provided the labor force for the cultivation of this region. Students study the social, economic, and political handicaps encountered both by immigrants and American citizens of Mexican ancestry. Mexican-American communities confronted serious challenges.

Students examine the importance of social Darwinism as a justification for child labor, unregulated working conditions, and laissez-faire policies toward big business. They consider the political programs and activities of the Grange movement, Populists, Progressives, settlement house workers, muckrakers, and other reformers. They should follow the rise of the labor movement and understand the changing role of government in confronting social and economic conditions.

Literature can deepen students' understanding of the life of this period, including the immigrant experience portrayed in Willa Cather's *My Antonia* and

O. E. Rolvaag's *Giants in the Earth*; life in the slums portrayed in Jacob Riis's books; and Mark Twain's *Huckleberry Finn*, unsurpassed as a sardonic commentary on the times.

### **A New Nation Struggles to Achieve Its Ideals**

To understand the sweeping changes that are covered in this period of American history, students consider the ways in which the quests for liberty and freedom have transformed the American populace. The course pays close attention to the opportunities and challenges that have confronted our diverse society. Teachers weave in the recurrent theme of citizenship and voting by emphasizing how these rights and privileges have been contested and reshaped over time. Starting with the freedoms outlined by the framers, students examine the many contributions of Americans seeking to expand civil rights across the country—to move forward in our continuing struggle to become a more perfect union.

Students learn what it means to be a good citizen (obeying laws), a participatory citizen (voting, jury duty, advocating causes) and a socially just citizen (community service, standing up for rights of others). Students will also learn about the process by which people not born in the United States can become citizens, the history of immigration in the United States, and the contributions of immigrants in our country. This analysis of the naturalization process will provide an understanding of the immigration process, enhance students' tolerance of and respect for others, help students develop an

appreciation for the diversity of our country, and reinforce lessons of citizenship. Finally, students can participate in service-learning projects that engage them in the democratic process such as planning and participating in such activities as mock elections, associated student body elections and meetings, the naturalization process, voter registration, community service, and National History Day.

## **History–Social Science Content Standards**

### **Grade Eight**

#### **United States History and Geography: Growth and Conflict**

**8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
3. Analyze how the American Revolution affected other nations, especially France.

4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

**8.2 Students analyze the political principles underlying the U.S.**

**Constitution and compare the enumerated and implied powers of the federal government.**

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and



551 differing views of the founding fathers on the issue of the separation of  
552 church and state.

553 6. Enumerate the powers of government set forth in the Constitution and the  
554 fundamental liberties ensured by the Bill of Rights.

555 7. Describe the principles of federalism, dual sovereignty, separation of  
556 powers, checks and balances, the nature and purpose of majority rule,  
557 and the ways in which the American idea of constitutionalism preserves  
558 individual rights.

559 **8. The Constitution spoke directly to economic issues. Article 1, section 8**  
560 **stated that “Congress shall have Power to Lay and collect Taxes, Duties,**  
561 **Imposts, and Excises”; and further gave Congress the power “[t]o regulate**  
562 **Commerce with foreign Nations, and among the several States.” These**  
563 **two clauses outlined a new rationale for the role of the federal**  
564 **government in the economy.**

565 **9. 8.3 Students understand the foundation of the American political**  
566 **system and the ways in which citizens participate in it.**

567 1. Analyze the principles and concepts codified in state constitutions  
568 between 1777 and 1781 that created the context out of which American  
569 political institutions and ideas developed.

570 2. Explain how the ordinances of 1785 and 1787 privatized national  
571 resources and transferred federally owned lands into private holdings,  
572 townships, and states.

3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
7. Understand the functions and responsibilities of a free press.

#### **8.4 Students analyze the aspirations and ideals of the people of the new nation.**

1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

#### **8.5 Students analyze U.S. foreign policy in the early Republic.**

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

#### **8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

- 617 1. Discuss the influence of industrialization and technological developments  
618 on the region, including human modification of the landscape and how  
619 physical geography shaped human actions (e.g., growth of cities,  
620 deforestation, farming, mineral extraction).
- 621 2. Outline the physical obstacles to and the economic and political factors  
622 involved in building a network of roads, canals, and railroads (e.g., Henry  
623 Clay's American System).
- 624 3. List the reasons for the wave of immigration from Northern Europe to the  
625 United States and describe the growth in the number, size, and spatial  
626 arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
- 627 4. Study the lives of black Americans who gained freedom in the North and  
628 founded schools and churches to advance their rights and communities.
- 629 5. Trace the development of the American education system from its earliest  
630 roots, including the roles of religious and private schools and Horace  
631 Mann's campaign for free public education and its assimilating role in  
632 American culture.
- 633 6. Examine the women's suffrage movement (e.g., biographies, writings, and  
634 speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott,  
635 Susan B. Anthony).
- 636 7. Identify common themes in American art as well as transcendentalism and  
637 individualism (e.g., writings about and by Ralph Waldo Emerson, Henry  
638 David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne,  
639 Henry Wadsworth Longfellow).

**8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g.,

the Lewis and Clark expedition, accounts of the removal of Indians, the  
Cherokees' "Trail of Tears," settlement of the Great Plains) and the  
territorial acquisitions that spanned numerous decades.

3. Describe the role of pioneer women and the new status that western  
women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women  
gaining freedom in the West; Wyoming granting suffrage to women in  
1869).

4. Examine the importance of the great rivers and the struggle over water  
rights.

5. Discuss Mexican settlements and their locations, cultural traditions,  
attitudes toward slavery, land-grant system, and economies.

6. Describe the Texas War for Independence and the Mexican-American  
War, including territorial settlements, the aftermath of the wars, and the  
effects the wars had on the lives of Americans, including Mexican  
Americans today.

**8.9 Students analyze the early and steady attempts to abolish slavery and  
to realize the ideals of the Declaration of Independence.**

1. Describe the leaders of the movement (e.g., John Quincy Adams and his  
proposed constitutional amendment, John Brown and the armed  
resistance, Harriet Tubman and the Underground Railroad, Benjamin  
Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

2. Discuss the abolition of slavery in early state constitutions.

3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

**8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

#### **8.11 Students analyze the character and lasting consequences of Reconstruction.**

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.



4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

**8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g.,

752 Samuel Gompers), its demand for collective bargaining, and its strikes and  
753 protests over labor conditions.

754 7. Identify the new sources of large-scale immigration and the contributions  
755 of immigrants to the building of cities and the economy; explain the ways  
756 in which new social and economic patterns encouraged assimilation of  
757 newcomers into the mainstream amidst growing cultural diversity; and  
758 discuss the new wave of nativism.

759 8. Identify the characteristics and impact of Grangerism and Populism.

760 9. Name the significant inventors and their inventions and identify how they  
761 improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell,  
762 Orville and Wilbur Wright).